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AUTHOR Okey, Ted N.
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ABSTRACT

This paper explores the plight of at-risk youth in traditional schools and recommends strategies for addressing their unique needs, explaining the paths of conflict they experience in traditional schools. Three factors contribute to the increasing number of at-risk students: lack of protected childhoods, lack of a mature sense of the future, and lack of belief in education's value in improving one's life. Three paths of conflict lead to dropping out: conflict enters the home, conflict occurs between the child and the school, and at-risk youth are rejected by their positive peers. By middle school, the conflict is punishing, and dropping out reduces conflict. Teachers and schools must believe that all students can learn and deserve the best education. Small initiatives can help make change. The paper describes several programs at one middle school. "Positive Attitude Spells Success" is an after-school program for habitual disrupters that focuses on core classes and behavior control. "Zeroes Are Not Permitted" adds 2 hours to the school day for students who fall behind in their work. A Saturday program helps avoid suspending students for minor infractions, sending them instead to Saturday school that emphasizes behavior. "The Challenge Core" program provides small class size, team teaching, active learning, and outdoor experiences to students who do not cause major problems but fail multiple classes. Attachments include information on the programs and presentation overheads. (SM)

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Dr. Ted N.Okey

945 Lakeside Ct.
Grand Junction, Co. 81506
970-243-4178

572-74-959

This article explores the plight of at-risk youth in traditional schools and recommends strategies for addressing their unique needs

EVERY CHILD A PROMISE:

HOW ONE SCHOOL MEETS THE NEEDS OF A CHALLENGING SCHOOL POPULATION

OR

WHAT CAN YOU DO WHILE YOU WAIT FOR REFORM

by

Ted N.Okey, Ph.D.

SP038363

Full text of a speech delivered at the National Middle School Association 25th Annual Convention in Denver, Colorado, November, 1998.

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The question to be addressed today is, "How can we as educators do a better job of meeting the needs of at-risk and troubled youth in our schools. It will be argued that our best hopes reside in small reforms and local initiatives. The case will be made that the larger system, that is the educational bureaucracy, is highly resistant to change and a rationale for that resistance will be offered.

I have two purposes in addressing you today. The first is to offer an explanation of the paths of conflict experienced by at-risk youth in traditional schools. The second is to describe and explain how the schooling experience can be restructured to provide success for at-risk youth.

Let me begin with a question. Do you know this student? She sits in your classroom every day. She does not willingly participate. She often appears angry or sullen. She does no homework and becomes oppositional and defiant when you press her to work. Her stepmother and father have never come to school for conferences and vacillate between being angry at you or their daughter when you call.

She is but one type and one example of the thousands of youth in our nation who lack a protected childhood. The conditions of her life have allowed her to claim adult

status at a shockingly early age. By her middle school years she has become a source of conflict for her family. She began smoking at age 11. Now 14, she smokes at home with her parents. Her after school time is unsupervised and there is no expectation that she will do homework, or for that matter ever earn a high school diploma. She and her friends drink, smoke pot, and have already entered into mature sexual relationships.

Do you recognize this boy? He is also in your class. He lives in the moment, never seeming to have a plan for tomorrow or even next hour. The concept of delayed gratification is foreign to him. After his parents divorced, he stopped planning for the future. He suffers a malaise like thousands of his peers. Let us refer to this as presentism, living for the moment with little or no plan or hope for a bright future. The little hope he may have is brittle, for he does not believe he has any control over his own destiny. To use the psychological explanation, he has no internal locus of control.

Finally, do you recognize these students? They are the ones that always ask, "Why do we have to learn this stuff?" They describe the value of a high school diploma as a ticket to the workplace, something you "gotta do." Their view of education's value is basic and instrumental. The majority

of their parents dropped out and most live below the poverty line.

To summarize, there are three societal or psychosocial factors that contribute to the increasing number of students who are struggling in our school systems. The lack of a protected childhood confers adult status early on in many children's lives. The lack of a mature sense of the future focuses needs on the present. It blocks the development of commitment to goals that require a sense of delayed gratification. Finally, the lack of belief in education's value in improving one's life results in education being viewed in a very instrumental fashion. The three combined result in rejection of the many demands schools make on them.

To understand the paths of conflict experienced by at-risk and troubled youth, we must also ask the question, "Do you know this school?" Do you work in schools where subject matter is specialized and coverage of content is valued? Are your schools organized around vertical structures? Is the purpose of your middle school to prepare youth for high school or to meet their current needs?

Do you work in schools founded on a doctrine of adolescent inferiority? Do the youth we serve have any

voice in the vital decisions we make about their education? The reality is that the secretary and custodian and bus driver have more power than any child in the school.

Do you find yourself in a school where communication is downward; where students are batch processed and activities highly routinized? Is there tremendous dependence on rules and regulations?

Consider also the future reward orientation of our schools. A student must commit to 13 years of rigorous expectations before earning a diploma, which may have minimal value in helping them enter the workplace.

Finally, let us examine our physical structures. Do you find yourself in an isolated building, dominated by individual classrooms in which isolated teachers practice whole group instruction? The reality is that the way we design schools supports each of the characteristics just described.

Our next question then is, "What happens when the troubled youth we have described enters the traditional school?" To be brief, we observe three paths of conflict which all lead to the act of dropping out.

First, conflict enters the home. Our school structures collide with the culture of the family. The calls from the counselor, teacher, or assistant principal threaten the

reality of the family. At first, the family responds by supporting the school's criticism of the child and his or her pattern of failure. Soon however, the family unites against the school.

Second, conflict occurs between the child and the formal organization of school. As failures amass and rules are broken, the child becomes the subject of discipline and negative consequences. Soon, both the child and the family come to resist and even reject the school's right to mete out such consequences.

Third and finally, at-risk youth are rejected by the positive peer group. Children know who is who in their town. They know their status within the school community. Based upon everything from dress to behavior to choice of activities, the groups become increasingly exclusive and closed.

By the middle school years the conflict has become punishing. When the dropping out occurs in the early years of high school, it makes sense. It is both conflict reducing and serves to reunite the child with family.

Given the understanding of dropping out as a conflict between the culture of family, child and school, we move now to the discussion of solutions to the problem. We begin with a belief statement. If we believe that all children

can learn and that the best education for the best is the best education for everyone, then we must agree that school's must change to meet the needs of all youth. We may reinforce that call for change with the tacit agreement that it is beyond our scope and mission to attempt to change the family.

I began with a statement that the school system as a layered bureaucracy was resistant to change and a promise to offer a rationale for that resistance. It is the recognition of that reality which lends support for smaller and more local initiatives as our best hope for at-risk youth. To make such a claim is to open a complex dialogue, which due to limitations of time will only receive a brush stroke in our conversation today. Therefore, three reasons for this resistance will be cited, but no attempt will be made to elaborate on them. For those arguments you may turn to the work of Alfie Kohn, Karl Weick, and others such as Dick Elmore, Gary Sykes, and Phil Cusick.

One reason the public schools are highly resistant to change is that they are working well for high status and upper income families. A second reason is described by Weick as the loose-tight coupling of educational organizations. To summarize simplistically, administrators and school leaders only have tight control on factors such

as certification and schedules. The actual practice of teaching is at best loosely controlled. Finally, existing contracts limit fluid change. They were negotiated in large part on the basis of antagonism and distrust between boards and administration and the union groups. In short, the very nature of our capitalist economy flies in the face of education achieving its highest purpose, the egalitarian dream.

We now move to the question of, "What can we do?" The rationale behind the programs I will share today is that small initiatives work. Further, it is reasoned that local control is essential to fluid change. Finally, we must recognize that what may work in a rural school in Western Colorado may not work in the Denver public schools or New York for that matter.

At Orchard Mesa Middle School we have designed a four pronged approach. For students unable to adjust to the rules of schooling, we have an after school program called Positive Attitude Spells Success or P.A.S.S. (see attachment for program description). In this program, students who are habitual disrupters are moved out of the traditional day program. They enter a class led by a teacher and aide with no more than a total of five students.

For six to eight weeks, they focus on their core classes and in fulfilling an elaborate behavior contract. They learn to meet needs appropriately, advocate for their needs without hostility, and to respect authority. Based upon a point system, they earn their way back into the full day program.

Our experience with this program is that the development of a close personal relationship with an adult, one-on-one instruction, and making a behavioral plan all contribute to improved success upon reentrance to school.

Our next program is the Zeroes Are not Permitted program. Using research from a Johns Hopkins study, we explored the connection between failure to turn in work and school failure. We learned that giving extra time to some students was the critical factor in improved success. Based upon our findings, we added two hours to our school day for any students who fall behind in their work (see attachments for full description of the program).

Up to 12 students per day or 48 per week, Monday through Thursday, may be served in the program. After two years of the program, we have found a significant reduction in the number of students receiving "F" grades.

Our third program is the Saturday or SATS program. This program was designed to avoid the trap of sending

students home on suspension for minor infractions. Instead, students receive six additional hours of school on Saturday. During that time they work on a behavior plan, following a Jim Fay approach in self-assessing how their current behaviors got them in trouble. They also spend time doing chores and homework. As part of the program, free psychological and counseling serves are offered to the families (see attachments).

Our final program is the Challenge Core. This program is a multi-grade school-within-a-school. The criteria for selection are the following:

- attends school over 85% of the time
- does not cause major discipline problems
- fails multiple classes
- does not qualify for special education services.

Small class size, team teaching, a highly active learning environment, and outdoor experiences, are cornerstones of this program. Entrance is by choice and invitation, never forced (see attachments for full description).

By adapting programs to the needs of troubled and at-risk youth, we at OMMS have been able to reduce failures,

discipline problems, and family conflicts. By recognizing that changing the whole system was beyond our control and by taking small steps, we have launched initiatives that meet student needs. We recommend this approach to others.

The End.

SATURDAY SCHOOL PROGRAM (SAT) AND AFTERNOON DETENTION "ZAP" PROGRAM

SAT

If the Saturday School teacher determines a student has incurred a major behavior infraction or refused to complete his/her assigned classwork, the teacher will call the parent and ask that the student be picked up or allowed to walk home. In addition, the school will contact the parent on Monday to inform them of the imposition of an appropriate one or two day out-of-school suspension.

ZAP

If the Zero Acceptance Program teacher determines a student refused to complete his/her assigned classwork or homework make-up activity, the teacher will call the parent and ask that the student be picked up or allowed to walk home. In addition, the student will then be considered ineligible for referral to the program which is designed to assist the student in making up work. This ineligibility will be imposed for at least one 9 week grading period. In the case of a major behavior infraction, the school administrator will impose the appropriate penalty or the following school day.

PARENT GUIDELINES FOR SATURDAY SCHOOL

We are pleased you have accepted the Saturday school option, rather than have your child suspended out of school. The following guidelines are offered to help you and your child get the maximum benefit from the program.

Parent Responsibilities:

1. Please ensure that your child arrives on campus and reports to room 16 no later than 8:00 a.m. Students will not be admitted later than 8:10 a.m. to the Saturday program.

2. A morning break and lunch time will be provided. Your child should bring a snack and lunch. Food service is not available on Saturday.

3. Please ensure that your child brings materials to read and study. Students who do not have materials will be assigned work to keep them busy. Students should not bring walkman, toys, or any other items which are not allowed during regular school hours.

4. Please arrange to pick up your child at 2:00 p.m. If your child may walk home, written permission should be given to the Saturday school supervisor.

5. In the event of an emergency, the phone number for room 16 is 256-9544. We also ask that you provide a number where you may be reached.

6. During the day, your child will complete a behavior contract. Please sign this and send it to the principal's office with your child the following Monday.

Special Note:

By participating in this program we are also able to make available counseling services for your family. If you feel the help of a school psychologist would assist the school and your family working together to help your child, please contact the administration.

Saturday Chore List:

(Attach to your door)

Please do the following things in room _____:
(room #)

* _____

* _____

* _____

* _____

* _____

* _____

Teacher's Signature:_____

Date Completed:_____

SAT Teacher's Signature:_____

THANK YOU!!

SATURDAY SCHOOL
BEHAVIOR CONTRACT

_____
Date

_____
Student's name

REASON:

This is a behavior contract between _____ and Orchard Mesa Middle School, effective
student's name
_____. The contract will remain in effect for the remainder of the _____school year.
date date

EXPECTATIONS:

_____ _____ has identified the following behavior(s) resulting in disruption of school
student's name
and negative consequences for him/her personally.

1. _____
2. _____
3. _____
4. _____

It is expected that _____ will not engage in any of the above named behaviors.
student's name

IMPROVEMENT PLAN

_____ has established the following plan to improve his/her behavior:
student's name

_____
_____
_____
_____
_____

CONSEQUENCES:

Should _____ again be referred for disiplinary action related to the above
student's name
described behaviors, the administration of Orchard Mesa Middle School will take the following actions:

1. The next infraction will result in a three day out-of-school suspension.
2. Another infraction will result in a five day out-of-school suspension and the development of a 1203 behavior plan.

3. Further referral(s) may result in a recommendation for expulsion or placement in the P.A.S.S. program.

REWARD

When circumstances warrant, successful completion of the contract will lead to the following reward(s):

_____
_____
_____
_____

SIGNATURE

PRINCIPAL _____

STUDENT _____

PARENT _____

TEACHER _____

COUNSELOR _____

DATE _____

You can understand the severity of this contract by noting the consequences described above.

"TIME OUT"

TO STUDENT _____ **DATE**_____ **TIME**_____

Please complete this form. Feel free to return to class when this form is completed and you feel that you con handle the responsibility of the class. (Be specific when answering questions.)

1) What happened?

2) How did you feel about it?

3) What did you do?

4) How did it work for you?

5) What are you going to do next time?

6) What consequences for you if you make a poor choice?

ZAP GUIDELINES

The Zero Acceptance Program is designed to help students develop study skills as independent learners. Students may be **Zapped** for refusal to do homework or classwork. Once **Zapped,** the student will be assigned to a two hour extended day program. The following guidelines are designed to clarify the referral and assignment process.

1. The program will be held from 2:45 p.m. - 4:45 p.m., Monday through Thursday in room 16.

2. Teachers may assign a student for no more than one day each week.

3. When **Zapping** a student, the teacher is to fill out the 1/4 sheet green slip, attach assignments and the list of materials needed, and place it in their file in room 16.

4. The teacher will fill out a referral sheet and bring it to Lynn Whipple so the student's name can be placed on the **Zap** list for the date requested.

5. The referral sheet should then be sent home for parent signature.

6. Once the completed referral has a parent signature, please send the form to Lynn. She will confirm the date assigned, obtain an administrator's signature, file the office copy in a notebook, and return the teacher and home copy to you.

7. Next, give the student his/her copy and confirm the date for their attendance in **Zap.**

8. In the event of an overflow, the next available date will be assigned and confirmed in the same fashion as above.

9. Teachers are responsible to pick up completed work or to have the student return the work to them.

The above guidelines will be subject to revision as we learn from problems and situations as they occur.

This program is not designed to include the student who has regular attendance and has missed an assignment due to illness.

ZERO ACCEPTANCE PROGRAM

Z.A.P. REFERRAL FORM

Student: _____ Sex: _____ Grade: _____

Referred by: _____ Date of notice home __/__/__

Date of after school participation__/__/__

The student has been informed of the reason for this referral. In addition the student has been informed that he or she will be in the Z.A.P. classroom from 2:45 p.m. until 4:45 p.m. on the date specified above.

The reason for this referral was:

001: Failure to complete assigned homework.

002: Failure to complete assigned classwork.

Student Signature _____ Date __/__/__

Parent or Guardian Signature _____ Date __/__/__

The signature of the parent signifies an agreement for the work to be made up and that the parent will arrange for transportation home on the date of participation. The signed form is to be returned to the referring teacher.

Administrator Signature _____ Date__/__/__

This signature assures that no more than 12 students have been scheduled for Z.A.P on the date shown for participation.

White - Home Pink - Office Yellow - Teacher

AFTERNOON DETENTION "ZAP" PROGRAM
DAILY ATTENDANCE LIST

DATE _____

Student's name	Teacher
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	
11.	
12.	

Please inform Mrs. Lynn Whipple the day a student is ZAPPED for.

Thank you

You have been ZAPPED!!!

Student: _____

Teacher: _____

Date assigned: (Verify in office) _____

Description of work:

_____

_____

_____

Teacher will pick up assignment _____

Student is responsible for returning work to teacher ____

School/Program Name_____
Person Completing Form_____
Phone #_____

To be completed upon entry into the program

INFORMATION ABOUT ALL STUDENTS RECEIVING SERVICES IN THE SUSPENSION ALTERNATIVES PROGRAM MUST BE PROVIDED IN SECTIONS I, II, AND III.

Section I. (School/Program Completes this Section)
Today's Date_____ Date Student Entered Suspension Alternative Program_____
Student Name_____ Present Age _____ Present Grade_____

Ethnicity (check as they apply):		Gender:	
White	____	Male	____
African-American	____	Female	____
Hispanic	____		
Native American	____		
Asian/Pacific-Islander	____		
Other	____		

Parents Name(s)_____

Home Address_____
phone_____

School Name _____
School Contact Name & Number_____

Currently Enrolled in Special Education? _____ Yes _____No
Date of This Suspension Offense: ___/___/_____

Reason for this Suspension Offense:
(CHECK ALL THAT APPLY)

_____ Substantial and Material Disruption (Incident which qualifies toward Habitually Disruptive Declaration)
_____ Willful Disobedience or Property Destruction
_____ Fighting or assault
_____ Behavior Detrimental to welfare or safety of others
_____ Other, please specify_____
_____ Pending expulsion incident

School Suspension Option Used:

___ Out of School Suspension(# of days?___)
___ Participation in this in-school suspension program (# of days?___)
___ Participation in another in-school suspension program (# of days?___)
___ Sent home w/out suspension (# days?__)
Informal hearing (with who?_____)
___ Other Suspension Alternative (Describe__ _____)

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Section II. To be Completed by the Student. Please add comments to any question.

1. Why were you suspended from school?

2. Were you treated appropriately? Yes____ No_____

3. Did you nave an opportunity to tell your side of the story? Yes ____No _____

4. What do you like most about school?

5. What do you like least about school?

6. Did someone at school help you after the incident which led to your suspension to understand why it happened or what could happen differently next time?
Yes_____ No_____

STUDENT SIGNATURE_____ _____DATE_____

Z.A.P.(Zero's Aren't Permitted)

Students learn in a variety of ways. Some students thrive in traditional classrooms. Some are more successful when provided with alternative learning opportunities. Some students just need more time to accomplish tasks.

The purpose of the ZAP program is to ensure success for all students. ZAP is a program to ensure that all students complete all of their work. ZAP is after school tutoring, four days a week, in a classroom with no more than 12 students and one teacher. Monday through Thursday, a classroom teacher works in a room with students that have been "Zapped." They have either one or two hours to complete assigned work. As one teacher puts it, "By Zapping the student before academic standing became a crisis, I was able to ensure academic success."

Students who just need more time are served by the ZAP program. Teachers who perceive that the student is not keeping up with class requirements can "ZAP" the student, thereby giving him/her one or two more hours to complete the work. Teachers can ZAP a student, students can ZAP themselves, and parents can request ZAP for their children. ZAP is not intended as a punishment. It is to reveal to the student that they have work to be done.

Over the last three years this program has been a huge success. With up to 12 students a night, four nights a week, the program hosts an average of forty students a week. Every teacher in the school has used the program at least one time, if not weekly. Most often, the program is filled with sixth grade students who are still learning the ropes of middle school. Sixth grade students are closely followed by the seventh grade students who are still testing their ground. Few times do you see eighth grade students, who seem to know how to get homework in on time. The majority of the students using the ZAP program are sixth and seventh grade students.

In January of 1997, our program began. With 592 students enrolled at OMMS, 159

students participated in the ZAP program. A survey was given to the core teachers to see if the students improved in three areas; behavior/attitude, attendance, and grades. Out of the 159 students who participated in the ZAP program, 141 students were successful and 18 showed no improvement in ZAP. In the 1997-1998 school year, 293 students made use of the ZAP program. Out of those 293 students, 270 students succeeded and 23 were reported to have no improvements. In the current year, 1998-1999, from September to December, 298 students have participated in the program so far.

Not only do the teachers feel ZAP is effective, the scare of ZAP is equally effective. The program is not supposed to be a punishment, yet the students try not to be "ZAPPED." The students are given a ZAP notice, to not only let parents know work is missing, but to give students a chance to get the work in ahead of time. More times, the students will return with the work complete before the time of ZAP. The teachers call it the "scare tactic". This also accomplishes the goal: Work turned in!

Parents even tend to rely on the ZAP program as a cushion. If they don't see ZAP

notices, they feel their student is succeeding. When the notice comes home, they know its time to get down to business. One parent called the school shortly after midterms, upset because her son had low grades yet had never been "ZAPPED". This was passed on to the core, and the child now stays one day a week.

Not only is this an effective program for teachers and parents, the ZAP program is effective for the students. They know there is a safe, warm classroom they can stay in four of the five days a week. This is a comfort to many of them. Sometimes our classrooms provide more than their homes do. Sad but true!

Few teachers will fail a student who makes a genuine effort to be successful. Students who can complete tasks (assignments, projects, reports) will generally accumulate enough points to pass the class. Several teachers make extensive use of the ZAP program. Teachers feel, that the program, enabled students "to get on track and not fail" when attending ZAP. ZAP allows more students to experience success in school.

Thanks to the teachers dedicated to the belief that all students deserve the opportunity to experience success, this program has been extremely successful. Efforts have earned district-wide attention and are being modeled and adopted in other middle schools within the district. Because of this program, the number of students who ended the school year with multiple "F's" on their report card has reduced significantly over the last three years.

Saturday School

Students who are suspended out of school for inappropriate behavior lose instructional time. Too often, the student cannot recover academically. An option to out of school suspension, when students make poor choices, is Saturday School. Instead of being rewarded with a day out of school, students are placed in an extra day of school. Through Saturday School, the student is disciplined without losing valuable instructional time.

Orchard Mesa Middle School's Saturday School Program is designed to teach students to control deviant behavior. All too often, students who get into troubled situations lose valuable class time. Saturday School is an alternative to Out of School Suspension. Out of School Suspension would normally be given to students who break school, local, or state laws. These students are now given the opportunity to return to the classroom (when appropriate) and stay in school. The student will continue school on Saturday to help ensure these poor choices will not be repeated.

The Saturday School program has been incorporated into our school since January 1997. A certified teacher runs the program. From 8:00 A.M. to 2:00 P.M. every Saturday during the school year an average of four to six students are assigned to Saturday School. During the six hours, students go through a series of structured activities. For the first two hours, students answer a series of questions related to the reason they are there. Then they construct a behavior contract specifically stating what will occur if they choose the wrong path again. For the next two hours, they do a series of campus chores. They clean up trash, scrape gum, plant trees, help with the rose garden, or clean within the school. After lunch they use the last two hours to devote themselves to homework and they use a set of instructional videos to counsel them on making

better choices. Many of the students are "bored" with this day, but some have commented that it is better than being at home. The main focus of the Saturday School Program is to understand they choose what to do, and these choices need to be good.

Several students who were assigned to the Saturday School program were interviewed by an outside researcher. The students' comments about Saturday School were positive. In every case, students felt that the purpose of Saturday School was to help them learn not to repeat their mistakes. Typical responses were, "To teach kids not to do bad stuff." And " . . . it helps kids . . . shows me my mistakes." One student was especially positive about Saturday School and, in general, the atmosphere at Orchard Mesa Middle School. When asked, "Why do you think Orchard Mesa has Saturday School?", she replied, " 'Cuz they care about their kids that go to this school. They don't want them to get into trouble all the time and stuff.' "

Most of the students also said that they thought Saturday School would accomplish the goal of making them not repeat the same infraction. In spite of their good intentions at the time, however, several students did attend more than one session of Saturday School. One student who was interviewed when she was attending a second session of SS was asked how she felt when she got in trouble. "...Stupid. It makes me feel stupid." When questioned why she happened to be in the same situation, she indicated that she hadn't chosen the right people as friends. "Your friends that let you down, they're not always good friends, either. They lift you, then they're good friends." She stressed her intention to spend more time with the friends that encouraged her best behavior.

Being with their friends is a high priority for middle school students. When asked what they liked most about Orchard Mesa Middle School, 42% of the students in Saturday School listed "friends".

Parental cooperation and support are critical to the success of a school's discipline plan. Generally, parents want to be informed, and students need to know that the school and parents are working together to provide a safe, caring learning environment for all students

Parents of students at Orchard Mesa Middle School were especially supportive of the Saturday School Program. About 90% of the parents indicated that they "Supported the school's action based on the incident" and they "Took disciplinary action at home with the child." In the interviews, most students said they were "grounded" because of their behavior. One father wrote, "We discussed this incident with Robert and he didn't go hunting this weekend." One parent responded, "Thank you for paying attention!" And another said, " I feel this [incident] was handled very well. I'm glad for the Saturday School Program."

PASS Program Addendum to the IEP Addendum Page _____

STUDENT ASSESSMENT AND INDIVIDUALIZED EDUCATION PLAN -- STAFFING REPORT.

Orchard Mesa Middle School Positive Action Spells Success

Student _____ **ISIS #**_____ **DOB** _____

The PASS program (Positive Action Spells Success) is designed to help students focus on behaviors which interfere with their academic success. PASS is held from 2:30 - 4:30 p.m., Monday through Thursday. Friday will not be a school day for students in the PASS program, up to the point that they accrue enough points to earn back their first class.

A student involved with PASS would be on campus for this period of time in a small teacher-student ratio setting for the express purpose of working on behavior management and academics (core classes only). Students may attend PASS only, or may attend PASS in combination with other classes, depending on the appropriateness of extension or progress of the student.

This program is arranged as an alternative educational setting for students who are not currently functioning in their present educational setting or who are interfering with the education of others. The purpose of PASS is to provide a structured environment. Students have the opportunity to succeed academically while learning to stay in class, to practice self-discipline, and to comply with regular classroom expectations.

PASS Program Addendum to the IEP Addendum Page _____

STUDENT ASSESSMENT AND INDIVIDUALIZED EDUCATION PLAN -- STAFFING REPORT.

Orchard Mesa Middle School Positive Action Spells Success

Student _____ ISIS #_____ DOB _____

IMPROVE AFFECTIVE/SOCIAL SKILLS	GOAL MET	DATE PARENT INFORMED
The student will comply with classroom rules and schedules with only verbal reminders as measured by points earned in behavior plan.		
The student will demonstrate improved self-control when frustrated or angry, expressing his emotions in a non-destructive or injurious manner as measured by points in the behavior plan.		
The student will accept constructive criticism by adult authority figures in school without acting aggressively, using profane language, talking back, or running away as measured by points earned in behavior plan.		
The student will pay attention to his/her own education and ignore other students' inappropriate behavior as measured by points earned in behavior plan and anecdotal reports.		

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PASS Program Addendum to the IEP Addendum Page _____

STUDENT ASSESSMENT AND INDIVIDUALIZED EDUCATION PLAN -- STAFFING REPORT.

Orchard Mesa Middle School Positive Action Spells Success

Student _____ ISIS #_____ DOB _____

IMPROVE ORGANIZATION AND STUDY HABITS.	GOAL MET	DATE PARENT INFORMED
The student will develop and consistently utilize a planner for keeping track of work assigned each day.		
The student will determine reasonable divisions of assigned tasks, daily goals, time-lines for completion of projects and assignments, and self-assessment/reward procedures for accomplishing goals.		
Given an assignment, the student will begin the assigned work with no more than one verbal reminder within a reasonable amount of time.		
Upon request, the student will locate specific notes, completed and uncompleted assignments, and teacher-prepared paper information in his/her notebook quickly and easily.		
The student will consistently use a standard procedure for identifying assignments (i.e.,a complete heading.)		
The student will identify completed and uncompleted assignments from a list of all assignments in his/her classes.		

PASS Program Addendum to the IEP Addendum Page _____

STUDENT ASSESSMENT AND INDIVIDUALIZED EDUCATION PLAN -- STAFFING REPORT.

Orchard Mesa Middle School Positive Action Spells Success

Student _____ ISIS #_____ DOB _____

IMPROVE SELF-MONITORING SKILLS	GOAL MET	DATE PARENT INFORMED
The student will identify and discuss the reasons for personal successes or failures without making excuses or blaming others.		
The student will identify and discuss the performance expectations of each of his/her classes.		
The student will evaluate his/her performance in each of his/her classes relative to his/her understanding of the expectations of those classes.		
The student will validate his/her self-evaluation with the adult in charge of the learning activity of the classroom.		

PASS Program Addendum to the IEP **Addendum Page _____**

STUDENT ASSESSMENT AND INDIVIDUALIZED EDUCATION PLAN -- STAFFING REPORT.

Orchard Mesa Middle School Positive Action Spells Success

Student _____ ISIS #_____ DOB _____

IMPROVE SELF-ADVOCACY SKILLS	GOAL MET	DATE PARENT INFORMED
The student will identify and discuss personal learning strengths and challenges with a teacher.		
The student will meaningfully negotiate accommodations for his/her learning strengths and challenges.		
The student will meaningfully negotiate appropriate rewards for consistent improvement in performance (conduct or academic) if standard rewards are inadequate.		
The student will recognize and request assistance with any assignment beyond instructional learning levels.		

PASS Program Addendum to the IEP Addendum Page _____

STUDENT ASSESSMENT AND INDIVIDUALIZED EDUCATION PLAN -- STAFFING REPORT.

Orchard Mesa Middle School Positive Action Spells Success

Student _____ ISIS #_____ DOB _____

Measurements of success:

The PASS student:

1) must respect the teacher(s);
2) must follow teacher requests;
3) must allow peers to learn in that environment;
4) will be responsible for materials;
5) will complete all assignments to pre-set criteria;
6) will verbally express frustration to the teacher in an appropriate manner;
7) will not use offensive language or put-downs.

PASS Program Addendum to the IEP Addendum Page _____

STUDENT ASSESSMENT AND INDIVIDUALIZED EDUCATION PLAN -- STAFFING REPORT.

Orchard Mesa Middle School Positive Action Spells Success

Student _____ ISIS #_____ DOB _____

Point System

The students are assessed 5 times during the PASS session. It is possible to accumulate 25 points per day indicating the level of cooperation with the adults in charge of PASS, work production during the various academic periods, independence and apparent intent to work in the PASS session, general punctuality and self-management.

Students accumulating 240 points will be given the opportunity to succeed in an 8th period class as determined by PASS teacher, the regular class teacher, and administration.

Further accumulation of 80 points in PASS and period 8 teacher approval will qualify the student to attend period 7 class.

Further accumulation of 80 points in PASS and period 7 teacher approval will qualify the student to attend period 6 class.

Further accumulation of 80 points in PASS and period 6 teacher approval will qualify the student to attend regularly scheduled lunch wave and appropriately determined classes, exiting PASS.

For students who have exited PASS, core teachers will determine the progress of the student and when it would be appropriate for the addition of each class.

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STUDENT ASSESSMENT AND INDIVIDUALIZED EDUCATION PLAN -- STAFFING REPORT.

Orchard Mesa Middle School Positive Action Spells Success

Student _____ **ISIS #**_____ **DOB** _____

The following school personnel agree to all above conditions:

Building administration _____

Psychologist_____

Parent(s)_____

Student_____

PASS Teacher(s)_____

_____

_____

_____

PASS Program Addendum to the IEP **Addendum Page _____**

STUDENT ASSESSMENT AND INDIVIDUALIZED EDUCATION PLAN -- STAFFING REPORT.

Orchard Mesa Middle School Positive Action Spells Success

Student _____ ISIS #_____ DOB _____

If the student is asked to leave the classroom for failure to follow the classroom rules, they will lose daily accumulated points. In addition, the parents will be called and the student will be sent home.

If the student leaves the classroom without permission, they will lose all prior accumulated points. Parents will be notified as soon as possible that their child left school grounds.

If the student fails to attend PASS regularly enough to earn his/her way back into the regular program, he/she will be considered for expulsion track.

Any student in the PASS Program found on school grounds during any unscheduled time period will be considered to be trespassing and will have appropriate charges filed against them unless they are here with their parent/guardian.

Any unexcused absence will result in a loss of 25 points.

If the student continues to fail to meet the measurements of success, normal disciplinary consequences will be instituted. According to House Bill 93-1095 student "behavior which is detrimental to the welfare, safety, or morals of other pupils or of school personnel including behavior which creates a threat of physical harm to the child or to other children; except that, if the child who creates such threat is a handicapped child, such child may not be expelled if the actions creating such threat are a manifestation of such child's handicapping condition. However, such child shall be removed from the classroom to an appropriate alternative setting within the district in which the child is enrolled for a length of time which is consistent with federal law, during which time the school in which such student is enrolled shall give priority to and arrange within ten days for a reexamination of such child's individual education plan to amend such plan as necessary to ensure that the needs of such child are addressed in a more appropriate manner or setting which is less disruptive to other students. Nothing shall limit a school district's authority to suspend a handicapped child for the length of time which is consistent with federal law."

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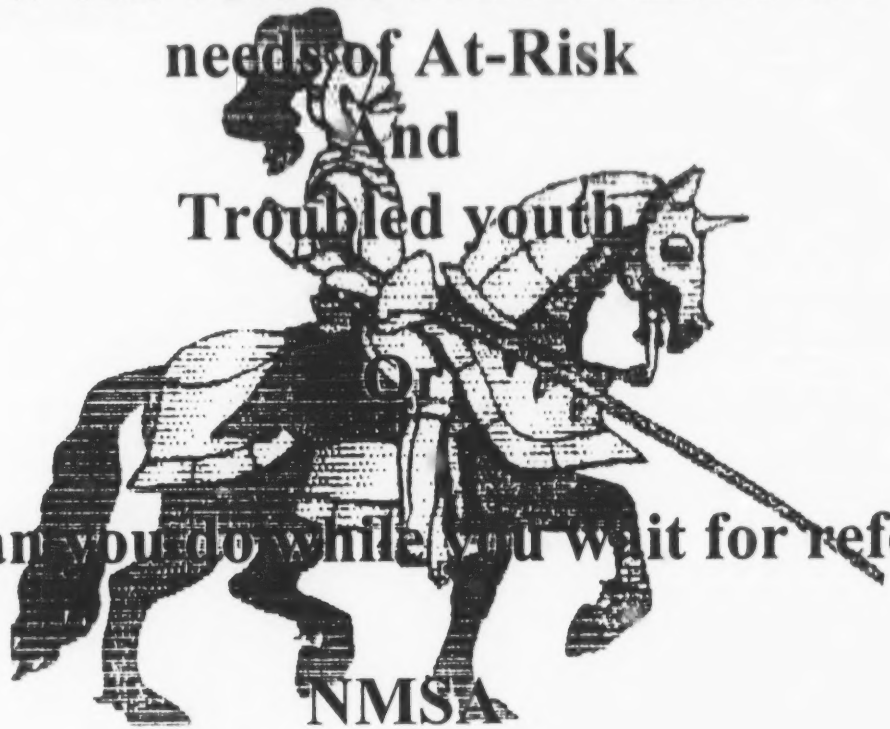
Every Child a Promise
How one Middle School meets the needs of At-Risk And Troubled youth



Or

What can you do while you wait for reform?

NMSA

NOVEMBER, 1998

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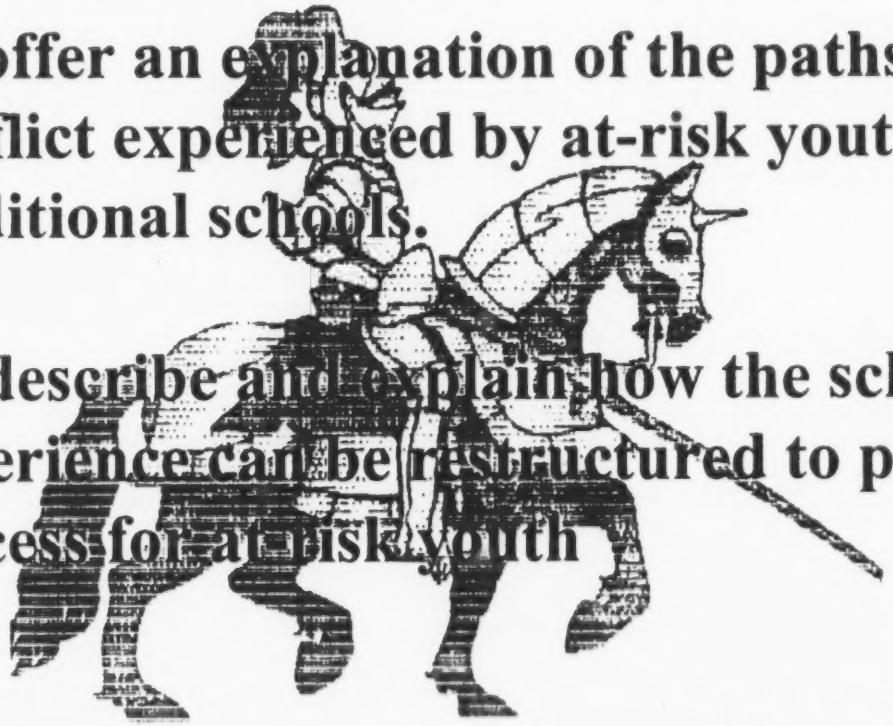
PURPOSE

- To offer an explanation of the paths of conflict experienced by at-risk youth in traditional schools.
- To describe and explain how the schooling experience can be restructured to provide success for at-risk youth



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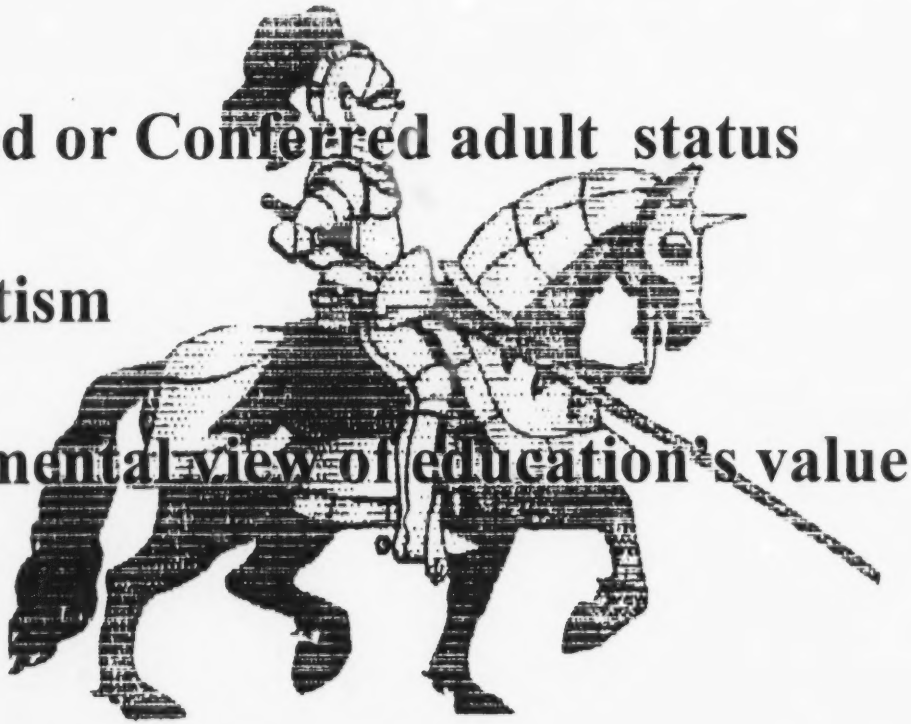
Do you know this Student?

- Claimed or Conferred adult status
- Presentism
- Instrumental view of education's value



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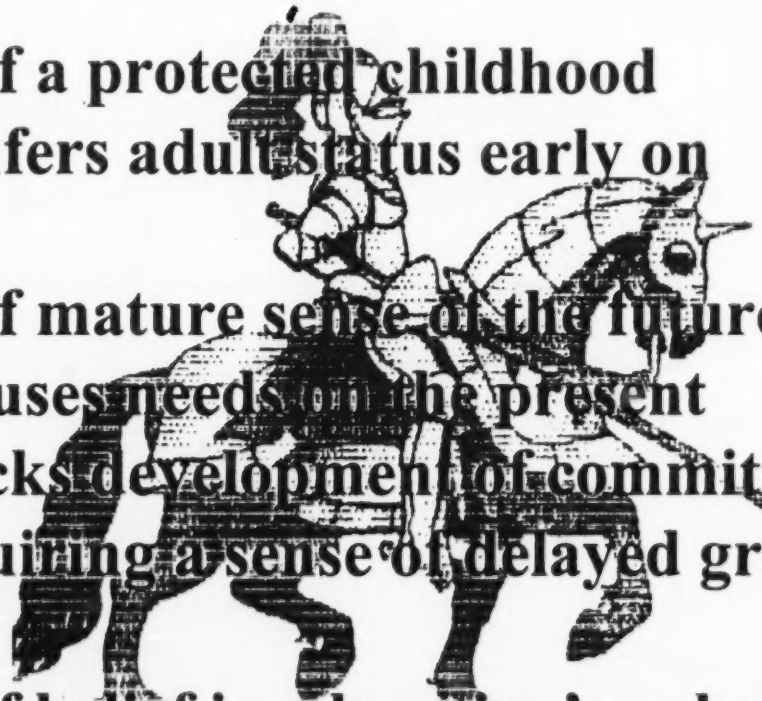
Why are more children struggling in our school system?



- **Lack of a protected childhood**
  - **Confers adult status early on**
- **Lack of mature sense of the future**
  - **Focuses needs on the present**
  - **Blocks development of commitment to goals requiring a sense of delayed gratification**
- **Lack of belief in education's value in terms of work or career**

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Do You Know This School?

- Subject Matter is Specialized
- Vertically Organized
- Doctrine of Adolescent Inferiority
- Downward Communication

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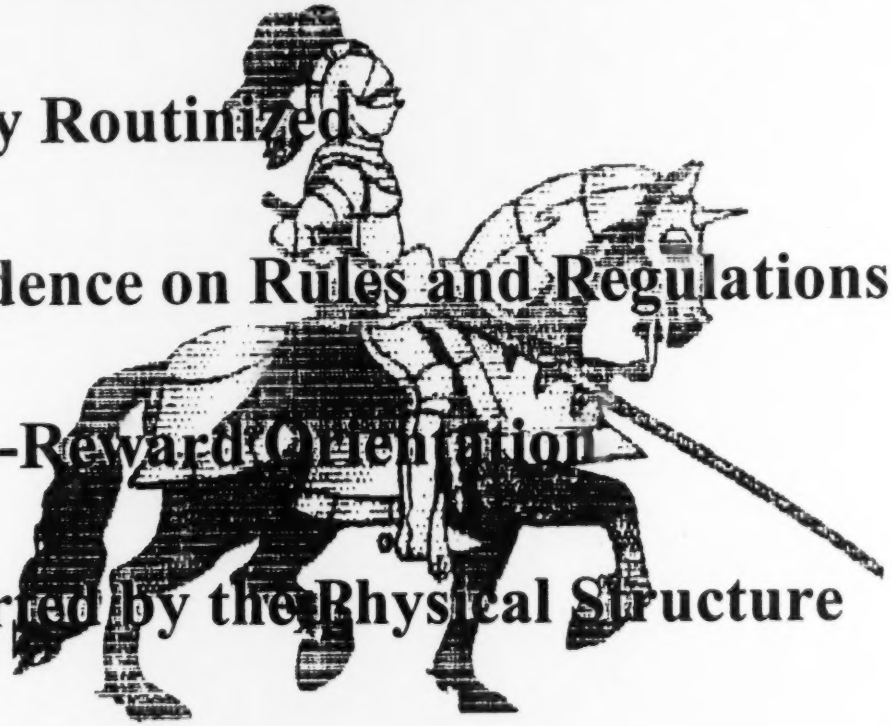
- Students Batched Processed
- Activity Routinized
- Dependence on Rules and Regulations
- Future-Reward Orientation
- Supported by the Physical Structure



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What Happens?

- At Home
- With the Formal School Organization
- With the Positive Peer Group
- If we believe that all children can learn, and that the best education for the best is the best education for everyone, then isn't it time for a change?

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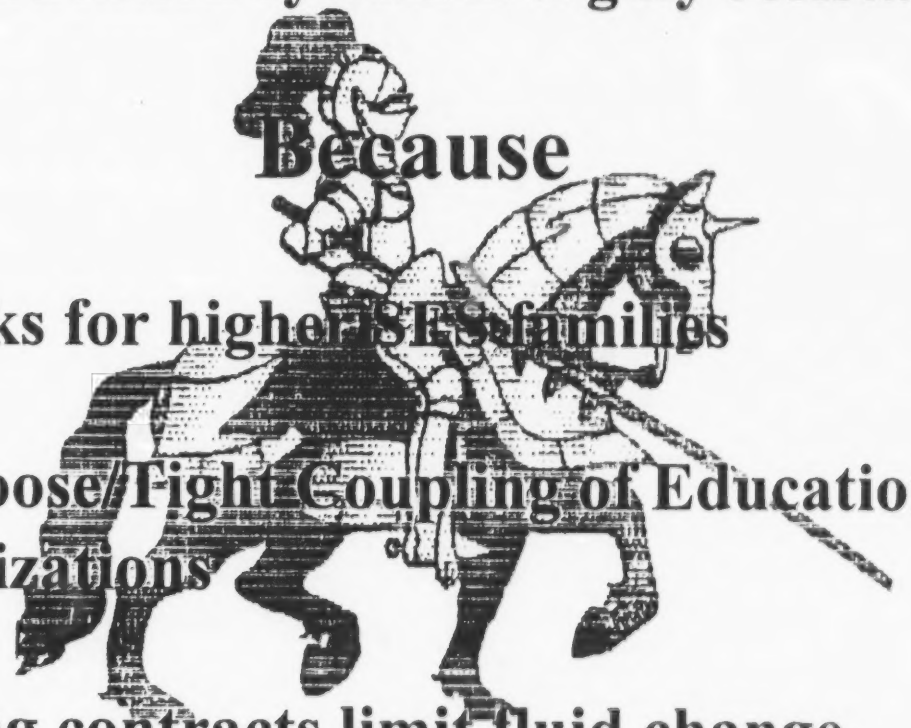
The Truth about the Reform Movement

The public education system is highly resistant to change



Because

- **It works for higher SES families**
- **The Loose/Tight Coupling of Education Organizations**
- **Existing contracts limit fluid change**

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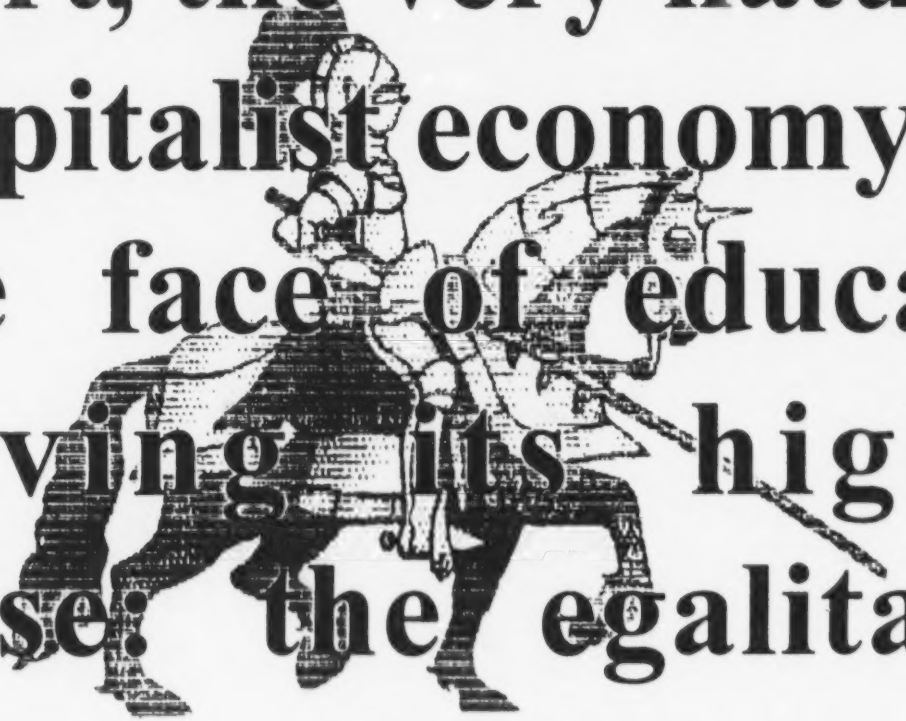
In Short, the very nature of our capitalist economy flies in the face of education achieving its highest purpose: the egalitarian dream.



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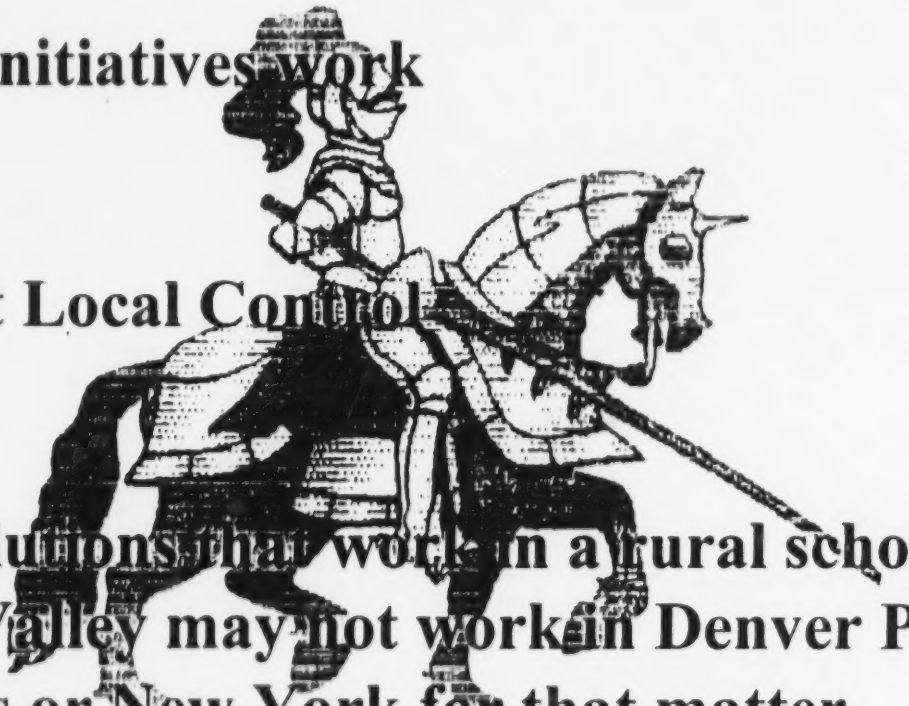
What can we do?

- Small initiatives work
- Protect Local Control
- The solutions that work in a rural school in Mesa Valley may not work in Denver Public Schools or New York for that matter



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Orchard Mesa Middle School's Four Pronged Approach

- P.A.S.S. - - - Positive Attitude Spells Success
- ZAP ---------- Zeroes Are not Permitted
- SATS ---------- Saturday Alternative To Suspension
- Challenge Core

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